



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

original verse rendering of the story of Numa and Egeria. In smoothly flowing Alexandrines Professor Smith told the story simply, with delightful touches of humor and fancy, and brought it to a close that satisfied the requirements of good folk-lore. The telling illustrated once more Professor Smith's power to make ancient Rome live again.

MABEL C. HAWES, *Secretary*.

A LATIN PLAY IN BALTIMORE

A Latin dramatization of a distinctive character has been made and produced at the Western High School, Baltimore. It is called Aeneas of Troy and has for its keynote Italia, not Dido. The lines are chiefly Vergil's own, and the stage directions are largely from the text. The scenes are laid in Troy, Delos, Crete, Carthage, and the World of Shades.

The story was dramatized by Miss Mary B. Rockwood, with the assistance of Vergil students, and was a direct outcome of class-room work. This, together with a Vestal Virgin Drill, composed An Evening with the Latin Club, given under the direction of the following teachers—the Misses Rockwood, Nicholson, Hudgins, Murray, and Englar.

TO E. A. C.—A TRANSLATION

Ich sprach zur Sonne: "Sprich, was ist die Liebe?"
Sie gab nicht Antwort, gab nur goldnes Licht.
Ich sprach zur Blume: "Sprich, was ist die Liebe?"
Sie gab mir Düfte, doch die Antwort nicht.

Ich sprach zum Ew'gen: "Sprich, was ist die Liebe?"
Ist's heil'ger Ernst? Ist's süsse Tändelei?"
Da gab mir Gott ein Weib, ein treues, liebes,
Und nimmer frag' ich, was die Liebe sei.

EMIL RITTERSHAUS.

Quid sit Amor, dic, Sol, auri splendore rubescens;
Sol nil respondit: lux mihi sola data est.
Quid sit Amor, dicas, rosa, fragrantissime florum:
nil rosa: spiratus sed mihi suavis odor.

Sit nugae, doceas, an Amor sit strenua vita,
te postremo oro qui sine fine reges.
Tum mihi pace Dei fida est data caraque coniunx:
nunc mihi non curae est quaerere quid sit Amor.

UNIVERSITY OF MANITOBA.

F. W. CLARK.

DANIEL WEBSTER ON THE CLASSICS

On August 2, 1826, in Faneuil Hall, Boston, Daniel Webster delivered A Discourse in Commemoration of the Lives and Services of John Adams and Thomas Jefferson. Toward the close of this Discourse are two paragraphs, of decided interest to champions of the Classics.

"The last public labor of Mr. Jefferson <the establishment of the University of Virginia> naturally suggests the expression of the high praise which is due, both to him and to Mr. Adams, for their uniform and zealous attachment to learning, and to the cause of general knowledge. Of the advantages of learning, indeed, and of literary accomplishments, their own characters were striking recommendations and illustrations. They were scholars, ripe and good scholars; widely acquainted with ancient, as well as modern literature, and not altogether uninstructed in the

deeper sciences. Their acquirements, doubtless, were different, and so were the particular objects of their literary pursuits; as their tastes and characters, in these respects, differed like those of other men. Being, also, men of busy lives, with great objects requiring action constantly before them, their attainments in letters did not become showy or obtrusive. Yet I would hazard the opinion, that if we could now ascertain all the causes which gave them eminence and distinction in the midst of the great men with whom they acted, we should find not among the least their early acquisitions in literature, the resources which it furnished, the promptitude and facility which it communicated, and the wide field it opened for analogy and illustration; giving them thus, on every subject, a larger view and a broader range, as well for discussion as for the government of their own conduct.

Literature sometimes disgusts, and pretension to it much oftener disgusts, by appearing to hang loosely on the character, like something foreign or extraneous, not a part, but an ill-adjusted appendage; or by seeming to overload and weigh it down by its unsightly bulk, like the productions of bad taste in architecture, where there is massy and cumbersome ornament without strength or solidity of column. This has exposed learning, and especially classical learning, to reproach. Men have seen that it might exist without mental superiority, without vigor, without good taste, and without utility. But in such cases classical learning has only not inspired natural talent; or, at most, it has but made original feebleness of intellect, and natural bluntness of perception, something more conspicuous. The question, after all, if it be a question, is, whether literature, ancient as well as modern, does not assist a good understanding, improve natural good taste, add polished armor to native strength, and render its possessor, not only more capable of deriving private happiness from contemplation and reflection, but more accomplished also for action in the affairs of life, and especially for public action. Those whose memories we now honor were learned men; but their learning was kept in its proper place, and made subservient to the uses and objects of life. They were scholars, not common nor superficial; but their scholarship was so in keeping with their character, so blended and inwrought, that careless observers, or bad judges, not seeing an ostentatious display of it, might infer that it did not exist; forgetting, or not knowing, that classical learning in men who act in conspicuous public stations, perform duties which exercise the faculty of writing, or address popular, deliberative, or judicial bodies, is often felt where it is little seen, and sometimes felt more effectually because it is not seen at all".

THE LATIN LEAGUE OF WISCONSIN COLLEGES

In the contest held last Spring under the control of The Latin League of Wisconsin Colleges (see THE CLASSICAL WEEKLY 10.8) Miss Mildred Silver, of Lawrence College, took first place, winning the gold medal and the Louis G. Kirchner Memorial Prize of \$250; Miss Mathilda Mathisen, of Ripon College, took second place (silver medal); Miss Jessica North, of Lawrence College, was third in rank (bronze medal); First Honorable Mention was awarded to Miss Ruth Bradish, of Lawrence, and Second Honorable Mention to Ripon College.

Lawrence College won the Annis Wilson Trophy Cup for the coming year, since she had the strongest team in the contest.

ELLSWORTH DAVID WR GHT, *Secretary*.